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ABSTRACT

The Assistant Principal's Internship Program (APIP) is one of several programs designed to increase the number of minorities and women in administrative and supervisory positions in the New York City school system. APIP graduates complete 21 credits of tuition-reimbursed coursework at the City College of New York and a semester-long full-time internship at host schools in participating community school districts to be eligible for state certification in school administration. Twenty-two of the program's 60 graduates from 1991-92 completed a survey about their program experiences. Eighty-two percent of respondents were certified in school administration and supervision, and these graduates had received 17 principal and 19 assistant principal licenses. Two graduates, both female, one African American and one White, were employed in administrative and supervisory positions requiring certification. Six respondents (four Whites, three African Americans, and one Hispanic American) worked in an out-of-the-classroom supervisory position. Although only a few respondents obtained administrative or supervisory positions requiring certification, all respondents had favorable opinions about the program and rated its coursework and experiences highly. Three tables present survey findings. An appendix describes the certification process. (SLD)

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ED 378 299

OER Report

FOLLOW-UP EVALUATION OF THE 1991-1992 ASSISTANT PRINCIPALS INTERNSHIP PROGRAM'S GRADUATES

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FOLLOW-UP EVALUATION OF THE 1991-1992 ASSISTANT PRINCIPALS INTERNSHIP PROGRAM'S GRADUATES

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EXECUTIVE SUMMARY

BACKGROUND TO THE STUDY

During the 1991-1992 school year, the former president of the New York City Board of Education (BOE), H. Carl McCall, and former Chancellor Joseph A. Fernandez issued Circular 21, which stated that there was a systemic under-utilization of minorities and women in pedagogical administrative/supervisory positions. The circular specified an Equal Employment Opportunity/Affirmative Action (EEO/AA) plan that included system-wide actions to be taken to increase the number of women and minorities eligible to apply for administrative/supervisory positions.

Chancellor Fernandez requested that the Office of Educational Research (O.E.R.) design an evaluation to determine the school system's progress in implementing the EEO/AA plan. The Assistant Principals Internship Program (APIP) is one of several programs designed to increase the number of minorities and women in administrative and supervisory positions in the school system. Therefore, this evaluation report partially fulfills O.E.R.'s evaluation mandate.

APIP graduates complete 21 credits of BOE-tuition-reimbursed course work at the City College of New York, and a semester-long full-time internship at host schools within participating community school districts. Successful completion of APIP leads to eligibility for New York State School Administration and Supervision (SAS) certification.

During the Fall of 1993 O.E.R. staff reviewed program documents and, in collaboration with representatives from the Division of the Human Resources', Office of Recruitment, Placement, Assessment and Licensing, and the Office of Equal Employment Opportunity, designed a questionnaire to be sent to the 60 1991-1992 program graduates. Questionnaire items were designed to determine the number of graduates who were hired in administrative/supervisory positions, and graduates' perceptions of whether their APIP participation assisted them in securing administrative/supervisory positions. In addition, graduates also were asked to assess the Board of Education's interview process for pedagogical administrative/supervisory positions, the placement assistance they received from BOE central offices, and their overall program experience. Of the 60 questionnaires sent, 22 (37 percent) were returned completed. This evaluation report was written based on these 22 respondents.

PROGRAM FINDINGS

The program was successful in increasing the pool of qualified minorities and women for administrative/supervisory positions in the New York City public schools:

- Eighty-two percent (18) of the respondents were certified in School Administration and Supervision.

- Eighteen respondents took examinations for 14 different Board of Education administrative/supervisory licenses. One hundred percent of the respondents in 12 out of the 14 (86 percent) license areas secured licenses. A total of 41 licenses were awarded including 17 principal and 19 assistant principal licenses.

- Two (9 percent of the total) respondents were employed in Board of Education administrative/supervisory positions which required S.A.S. certification--i.e., a District Director of Instruction and Professional Development and an Interim-Acting Assistant Principal. Both of these respondents were females and one was African-American and one was white.

- Six (27 percent) respondents were working in an out-of-classroom supervisory capacity--two were Special Assistants to their principal, one was an Interim-Acting Program Director, and one other was a Cluster Administrative Assistant. The number of respondents in these positions from each ethnic group was: four whites, three African-Americans and one Latinos/Hispanic. In addition, all of the five respondents with complete data were females.

- Six of the eight (75 percent) respondents in either BOE or out-of-classroom administrative/supervisory positions credited the program for their obtaining their positions.

Despite the fact that only a minority of respondents obtained administrative/supervisory positions which required SAS certification, participants maintained a favorable opinion of the program. Graduates gave high ratings to the quality and utility of the course work and seminars and their internship experience. However, data regarding expectations about being hired in administrative or supervisory positions revealed some pessimism among graduates. In fact, recommendations for program improvement and placement assistance focused on Board of Education central offices' providing more assistance both during and after the program, and also with the selection process for BOE pedagogical administrative/supervisory position.

CONCLUSIONS

Graduates were generally pleased with their program experiences and displeased with the placement assistance and administrative/supervisory position selection and interview process.

RECOMMENDATIONS

In light of these findings O.E.R. recommends that:

- BOE program administrators continue the Assistant Principals Internship Program;
- BOE central offices and program administrators provide more administrative/supervisory placement information and assistance throughout their program experience and also after their graduation; and
- program administrators endeavor to modify the pedagogical administrative/supervisory selection and interview process to increase graduates' employment in BOE administrative/ supervisory titles.

ACKNOWLEDGEMENTS

This report was produced by the Research Unit of the Office of Educational Research (O.E.R.). The design of the study and the report's development were supervised by Mabel Payne. Thanks go to Ira Brandenburg for questionnaire design, Lynne Manzo and Sangeetha Purushothaman for coordinating data collection and interpretation, James Reeves and Vadim Markhasin for data tabulation, and Renee Moseley for word processing.

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I. INTRODUCTION

BACKGROUND TO THE STUDY

During the 1991-1992 school year, Special Circular No. 21 was issued by H. Carl McCall, then-president of the Board of Education (BOE) of the city of New York, and former Chancellor Joseph A. Fernandez, specifying the equal employment opportunity/ affirmative action plan (EEO/AA) for that school year. The circular indicated that there has been a systemic under-utilization of minorities and women in pedagogical administrative and supervisory positions. Moreover, it also specified 16 responsibility centers* within the public school system that needed to improve their efforts in hiring minorities and women in administrative/supervisory positions. This was to be done by canvassing eligibility lists and revising their approved EEO/AA plans and programs. System-wide and responsibility center actions to be taken to increase the number of women and minorities eligible to apply for administrative/supervisory positions included:

> ...coaching for prospective applicants for supervisory licensing examinations and selection interviews, convening borough-wide Job Fairs hosted by the targeted responsibility centers, and establishing mentor relationships with retirees, current supervisors, and representatives of community organizations and professional groups.
>
> Special Circular No. 21, 1991-1992, pg.4

The circular detailed various monitoring and data collection activities which the Office of Equal Employment Opportunity would

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*The cited responsibility centers were: Community School Districts (CSDs) 2, 10, 14, 17, 18, 19, 20, 21, 22, 24, 25, 26, 28, 30, and 31, and the Division of High Schools--i.e., all high school superintendencies.

implement to ensure that the system was adhering to the circular's mandates.

Chancellor Fernandez requested that the Office of Educational Research (O.E.R.) design an evaluation to determine the progress of the school system and the Responsibility Centers in implementing these actions. The Assistant Principals Internship Program (APIP) was one of several programs designed to increase the number of minorities and women in administrative and supervisory positions in the school system. Therefore, this evaluation report partially fulfills O.E.R.'s evaluation mandate.*

PROGRAM DESCRIPTION

The program was established in 1989-90 under former Chancellor Richard Green and is funded by the Board of Education of the City of New York. Successful completion of APIP leads to eligibility for New York State School Administration and Supervision (SAS) certification.

Teachers and guidance counselors who hold a Masters degree from an accredited institution of higher learning and a current appointment in participating BOE community school districts (CSDs) are eligible for program enrollment. APIP graduates complete 21 credits of BOE tuition-reimbursed course work at the

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*Additional O.E.R. reports generated in compliance with this mandate include: Evaluation of the Superintendents' 1992-1993 Assessment of the Assistant Principals Internship Program, The Evaluation of the 1992-1993 Superintendents' Assessment of the Principals Institute, and The 1992-1993 Follow-Up Evaluation of the Principals Institute Graduates.

City College of New York (CCNY), a semester-long full-time internship at host schools within participating CSDs, and attend seminars to prepare them to successfully take state and city administrative and supervisory position examinations.

EVALUATION METHODOLOGY

During the 1992-1993 school year, O.E.R. developed the 1991-1992 Assistant Principals Internship Program Graduate Questionnaire in collaboration with representatives from the Division of Human Resources' Office of Recruitment, Placement, Assessment, and Licensing (ORPAL) and the Office of Equal Employment Opportunity. It was designed to determine: 1) the extent to which involvement in the program helped graduates obtain Board of Education of the City of New York administrative/supervisory positions; 2) graduates' perceptions of the utility of the program in obtaining these positions; and 3) which situations, if any, gave rise to unmet expectations by APIP graduates. Questionnaires were sent to all 1991-1992 program graduates during the Spring of 1993.

SCOPE OF THIS REPORT

Chapter II presents the major evaluation findings in this study. Chapter III provides O.E.R.'s conclusions and recommendations.

II. EVALUATION FINDINGS

RESPONDENT CHARACTERISTICS

Of the 60 questionnaires sent to APIP graduates, O.E.R. received 22 (37 percent) completed questionnaires*. Nineteen respondents (86 percent) were women. As per program requirements, each participant had a Masters degree, and seven respondents (31 percent) had either a second Masters or additional graduate credits. Fifteen respondents (68 percent) were either African-American, Latino, or Asian/Pacific Islanders.

SOURCES OF PROGRAM INFORMATION

When asked how they found out about the APIP, respondents identified numerous sources. Most respondents (77 percent) found out about APIP through a BOE Circular. (See Table 1 for more data.) In addition, nine respondents reported knowing someone who had graduated from the program and found an administrative/ supervisory position in the BOE.

ADMINISTRATIVE/SUPERVISORY EXPECTATIONS

Twenty respondents assessed the validity of their expectations for securing administrative/supervisory positions, as a result of their APIP participation. Regardless of how certain graduates were that they would secure desired positions, most (72 percent) felt that their expectations for being hired were realistic. Six of the most optimistic respondents felt this

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* An additional two were returned to O.E.R. unopened due to failure to locate the graduates.

Table 1 Sources of Information on the Assistant Principals' Internship Program*		
Information Source	N	%
Board of Education Circular	17	77
A teacher or school administrator	12	54
A district/superintendent staff member	2	9
A colleague who was/is enrolled in the Assistant Principals Internship Program	6	27
Participant's own enquiries	2	9

* Graduates provided more than one source of information about the Program in response to this question. Hence, responses total more than 22, the total number respondents in the sample, upon which percentages in this table are computed.

- Seventy-seven percent of the respondents found out about APIP through a Board of Education Circular.

way because either they had already secured a position (three respondents), or felt that they were adequately prepared and confident in their abilities to obtain a job (three respondents). The three respondents who were the least optimistic about obtaining positions also felt their expectations were realistic, citing the lack of opportunities, and the fact that older interns were still not placed, as reasons for their pessimism. The six respondents who had no expectations cited the complexity of the interview and selection process for BOE pedagogical administrative/supervisory positions* (the C-30 process) or the fact that they had no job offers as reasons why they had no

* See Appendix A for a detailed description of this process.

expectations.

Four APIP graduates (eighteen percent) felt that their expectations for being hired in an administrative/supervisory position were not realistic. Each of these graduates felt that in retrospect, their expectations were too high and was disappointed because he/she had not yet obtained a position. Some also commented that the C-30 interviewing process was slow or that district politics made obtaining positions difficult.

CERTIFICATION AND LICENSURE EXPERIENCE

Since graduating from the Assistant Principals Internship Program, 21 of the respondents (95 percent) filed for School Administration and Supervision certification and most of them (18, or 82 percent) were certified.

When respondents were asked to list the BOE administrative/ supervisory licenses they held, most (86 percent) reported having an assistant principal's license, and many (77 percent) held a principal's license. Seventy-two percent of graduates held both of these licenses since graduating from the APIP. In addition, two graduates held an Education Administrator's license and one had a Guidance Supervisor's license. (These data are summarized in Table 2).

GRADUATES' EMPLOYMENT STATUS

Position Types

All program graduates were still employed by the BOE at the time of this research. Nine of the respondents (41 percent) were working as teachers, one respondent (5 percent) was working as an

TABLE 2
SUMMARY OF CERTIFICATION AND LICENSURE EXPERIENCE

CATEGORY	TOTAL RESPONDENTS N	TOTAL RESPONDENTS %[b]
Respondents who filed for School Administration and Supervision certification after graduation	21	95
Respondents who obtained certification	18	82

Types of New York City Board of Education supervisory/administrative license examinations taken since graduating[a]	N	% of Respondents Tested[b]	% of Respondents Who Passed[c]
Principal,	5	23	100
Principal Day Elementary School	5	23	100
Principal, Elementary	6	27	100
Principal, Junior High School	1	5	100
Assistant Principal	10	45	90
Assistant Principal, Elementary, Intermediate, Junior High School	6	27	100
Assistant Principal, Secondary	1	5	100
Assistant Principal, Day Elementary School, Junior High School, Intermediate School	2	9	100
Education Administrator	2	9	100
Education Administrator, Staff Development, Basic	1	5	100
Education Administrator, Staff Development, Senior	1	5	100
Education Administrator, Curriculum Development, Basic	1	5	100
Education Administrator, Curriculum Development, Senior	1	5	100
Guidance Supervisor	1	5	100
Supervisor of Bilingual Education	1	5	0

[a] Respondents could take more than one examination; therefore, percentages do not total 100.

[b] Percentages in this column are based on the 22 respondents who completed the O.E.R. questionnaire.

[c] Percentages in this column are based on the number who were tested in each license area.

• Since graduating from the Assistant Principals Internship Program, 18 respondents (82 percent) obtained School Administration and Supervision certification; the group was awarded a total of 41 different BOE administrative/supervisory licenses.

Attendance Improvement Drop-out Prevention (AIDP*) program facilitator or a job developer, and three respondents (14 percent) were working as guidance counselors. Eight respondents (36 percent) were working in administrative/supervisory positions. (See Table 3 for more data.) Eleven graduates (50 percent) reported that they were still seeking administrative/supervisory jobs in the BOE.

Length of Time in Positions

The length of time graduates had spent in their current position varied from one month to 25 years; the mean length of time spent in their current job was five-and-a-half years. As would be expected, teachers were in their positions the longest of all graduates, an average length of eleven years. Those in administrative or supervisory positions had held these jobs for a briefer period of time, an average of two years.

ADMINISTRATIVE/SUPERVISORY POSITIONS

Profile of Respondents**

Seven of the eight graduates (88 percent) who obtained an administrative/supervisory position were female. All of the respondents with complete data had at least one BOE administrative/supervisory license--seven held assistant principal licenses and six held principal licenses. Six of these respondents credited their obtaining their positions to their

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* AIDP is a student support services program for students with chronic school attendance problems.

** One respondents' ethnicity, gender, and other demographic data were missing and therefore were not included.

TABLE 3
CURRENT POSITION TITLES OF RESPONDENTS

CURRENT POSITION TITLES	NUMBER	PERCENT
District Director of Instruction and Professional Development[a]	1	5
Interim-Acting Assistant Principal[a]	1	5
Assistant Director, Alternative Junior High School[b]	1	5
Cluster Administrative Assistant[b]	1	5
Coordinator of Family English Literacy Program[b]	1	5
Interim-Acting Director of Alcohol and Substance Abuse Prevention Program[b]	1	5
Special Assistant to the Principal[b]	2	9
A.I.D.P. facilitator	1	5
Guidance counselor	3	14
Job developer	1	5
Teacher	9	41
TOTAL	22	104[c]

[a] These are BOE administrative/supervisory titles that require SAS certification for employment.

[b] These are out-of-classroom supervisory positions that do not require SAS certification for employment.

[c] Percentages do not total 100 due to rounding error.

• Thirty-six percent (eight) of the respondents are in an administrative/supervisory position.

APIP participation. In addition, four of the eight respondents were non-white--three African Americans and one Latino. Moreover, only two graduates (nine percent of the total) obtained a BOE administrative/supervisory position: one was a District Director of Instruction and Professional Development, and the other was an Interim-Acting Assistant Principal. The remaining six respondents were working in an out-of-classroom administrative/supervisory capacity. (See Table 3 for specific position titles.)

Administrative/Supervisory Responsibilities

The main duties and responsibilities that the eight administrative/supervisory respondents selected from a forced-choice questionnaire item were:

- Supervising teachers, 8 respondents (100 percent).
- Supervising students, 8 respondents (100 percent).
- Coordinating projects for the BOE, 8 respondents (100 percent).
- Coordinating grade level or subject area classwork, 6 respondents (75 percent).
- Supervising individuals with administrative or supervisory titles, 3 respondents (36 percent).
- Supervising student teachers or those enrolled in a teaching or administrative practicuum, 1 respondent (13 percent).

In addition, five respondents (63 percent) reported other responsibilities, which included writing curriculum, coordinating conflict resolution programs, community-based work programs, Chapter I reading programs, and drug prevention programs.

Graduates' C-30 Experience

Chancellor's Regulation C-30, dated May 1, 1993, governs the selection, assignment, and appointment of pedagogical interim-acting and appointed Board of Education supervisors and administrators.* This regulation was developed to ensure that the selection process of these personnel is equitable and based on the principles of merit and fitness. Whereas parents, teachers, school administrators, and superintendents are involved in the screening and interviewing of candidates, positions can only be awarded by community school boards, executive directors of central and district offices, and/or the Chancellor. (See Appendix A for a complete description of the C-30 process.)

Ten graduates (46 percent) said that they had applied for Board of Education administrative/supervisory positions. Graduates applied in districts 1, 2, 3, 5, 6, 7, 10, 11, 12, 15, 19, 20, 21, 24, 25, 28 and 31. District 31 received the most applications (four), while the others received only one or two. Of these 17 districts, eight (47 percent) were cited as responsibility centers in need of more minorities and women in administrative/supervisory positions. When graduates were asked for their reactions to the C-30 interview process, only 8 of the 22 respondents (36 percent) felt that it was fair and impartial.

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*These are the positions for which the APIP graduates are eligible after they obtain SAS certification and a Board of Education supervisory license.

GRADUATES' PLACEMENT AND PROGRAM ASSESSMENT

Placement Assessment

Twenty of the APIP graduates had different views of when the Bureau of Recruitment (BOR) and other BOE central offices could best assist them in finding jobs:

- 12 respondents (54 percent) said that the BOR could best assist them when districts and superintendencies assess their needs for the following year;
- three others (13 percent) felt that the Bureau could best help prior to graduation from APIP;
- two other respondents (9 percent) wanted help during the internship and course work program phases;
- one other respondent (5 percent) said that the Bureau should provide assistance when applicants apply for positions; and
- one respondent believed that Bureau could best assist applicants during the C-30 interview process.

When graduates were asked how the BOR could better assist them in finding administrative/supervisory positions, 11 respondents (50 percent) offered suggestions, with six suggestions focused on giving priority consideration to APIP graduates among candidates for positions. Comments in this category included: "If an intern has been selected to participate [in APIP], then school districts should assume the responsibility to provide administrative positions;" and "Superintendents should make a commitment to hire interns after graduation." Another participant suggested inviting a representative from each district so that graduates may be interviewed. Two graduates suggested that letters of recommendation be attached to APIP graduates' job applications,

and another two graduates suggested being kept informed of available jobs through on-going meetings or forums with superintendents where overviews of the various school districts and positions vacancies throughout the city could be discussed.

Graduates' Program Assessment

Graduates' program assessment of the quality and utility of various aspects of APIP were quite high. Sixteen respondents (72 percent) felt that the course work was on the appropriate level, and 16 respondents (72 percent) thought it was instructive and useful. Moreover, 16 respondents (72 percent) felt that their internship did not duplicate their prior work experience, with 20 respondents (90 percent) indicating that their internship provided "real world" administrative experience. However, four graduates (22 percent) reported that they did not find the internship useful or instructive. They also felt that they did not receive the skills and knowledge necessary to secure an administrative/supervisory position. On the other hand, most (86 percent) graduates in the Assistant Principals' Internship Program felt that the topical seminars provided them with useful job-seeking strategies, and 16 respondents (72 percent) felt that the program provided them with the skills and knowledge necessary for an administrative/supervisory position.

III. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The Assistant Principals' Internship Program was essentially successful, based on the high ratings graduates gave the program, and the numbers of graduates who secured SAS certification and an administrative/supervisory position. The program also succeeded in increasing the number of women and minorities eligible to apply for administrative/supervisory positions. However, data regarding graduates' expectations about being hired in administrative/supervisory positions, revealed some pessimism among graduates about their job prospects. This was apparent in a core of respondents who felt that the C-30 process was neither fair nor impartial and also in the graduates' recommendations for placement assistance before, during, and after program participation.

RECOMMENDATIONS

In light of the above findings, O.E.R. recommends that:

- BOE program administrators continue the Assistant Principals Internship Program;
- BOE central offices and program administrators provide more administrative/supervisory placement information and assistance throughout their program experience and also after their graduation;
- program administrators endeavor to modify the pedagogical administrative/supervisory selection and interview process to increase graduates' employment in BOE administrative/ supervisory titles; and
- program and BOE central offices develop a referral mechanism for program graduates to be interviewed in the cited responsibility centers.

APPENDIX A

CITY SCHOOL DISTRICT OF THE CITY OF NEW YORK

Regulation of the Chancellor

Category: PEDAGOGICAL PERSONNEL — No.: C-30

Subject: REGULATION GOVERNING THE SELECTION, ASSIGNMENT AND APPOINTMENT OF PEDAGOGICAL SUPERVISORS AND ADMINISTRATORS — Page: 1 of 19

Issued: 5/1/90

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3. Summary Log Sheet
4. Disclosure Form
5. OP30
6. Personnel Memorandum #35
7. Human Rights Manual

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I. Introduction

This regulation incorporates and supersedes regulations and procedures contained in Special Circular 30-R (1977-1978), and its supplements and related circulars. Nothing contained herein shall be deemed to abridge the Chancellor's authority under state law, or collective bargaining agreements to transfer supervisory personnel.

A. This regulation governs the process leading to the assignment of acting supervisors and appointment of licensed supervisors and sets forth required standards and procedures. It is intended to ensure that the selection process is equitable and based on the principles of merit and fitness. Collective bargaining agreements may also contain provisions pertinent to the selection process.

The procedures contained in this regulation are to be used by community school districts, high schools, special education programs and central headquarters' offices to select personnel for appointment or for assignment to budgeted pedagogical supervisory positions in schools, district or divisional offices or at central headquarters. School-based supervisory titles such as principal and assistant principal shall not be used at district, divisional or central headquarters offices except when used pursuant to the guidelines contained in Personnel Memorandum No. 35 (1986-1987). Headquarters supervisory pedagogical licenses such as director, assistant director, assistant administrative director and education administrator shall be used wherever appropriate.

B. It is Board of Education policy not to discriminate on the basis of race, color, creed, religion, national origin, age, handicapping condition, marital status, sexual orientation or gender. Neither shall there be discrimination on the basis of union or non-union affiliation. Pursuant to the policy of the Board of Education, each district, central headquarters office and division is required to submit an Affirmative Action/Equal Employment Opportunity Plan for Supervisory/Administrative Selections and must adhere to this plan when filling such positions.

C. For the purposes of this regulation, a vacancy is defined as a position that is newly created or that is unfilled because of the transfer, resignation, retirement, terminal leave, promotion, termination or death of the incumbent and which has not yet been filled pursuant to the provisions of this regulation. This regulation does not pertain to the filling of vacancies pursuant to lawful excessing procedures which are governed by provisions of state law and union contract. Excessing is monitored by the Office of Personnel of the Division of Human Resources (hereinafter referred to as the Office of Personnel).

D. Whenever possible, a vacancy should be anticipated and the selection process completed by the time the vacancy actually occurs. If this is not possible, an interim acting supervisor may be temporarily assigned. Since all vacancies must be filled promptly, the authority to continue interim acting assignments in vacancies shall terminate in six (6) months and shall in no event be used to delay the proper filling of vacancies. Interim

acting assignments may be made by community superintendents subject to district procedures or by executive directors.

Interim acting supervisors must possess the appropriate state certification and meet any experience requirements for the position. For school based interim acting assignments, parent associations must be notified concerning the person chosen by the superintendent and the approximate duration of the assignment. Districts and divisions must notify the Office of Personnel regarding all interim acting assignments by submitting form OP56A within one week of the effective date of the assignment.

E. All vacant positions must be advertised as indicated in Section III and the selection process must adhere to the procedures contained herein. If a district or division determines to eliminate a specific non-mandated vacancy, it must notify the Supervisory Staffing Unit of the Office of Personnel in writing and must take appropriate action to eliminate the position from the budget. An eliminated position may not be restored to the budget within one calendar year without the express approval of the Office of Personnel.

II. REQUIRED STANDARDS AND PROCEDURES

When the Board of Examiners promulgates a supervisory eligible list in a specific license area and licenses are issued by the Chancellor, only those who hold valid extant licenses in that license area may apply for positions and be appointed upon selection. However, if there are fewer than three (3) licensed applicants for a position, after everyone on the list has been contacted (hereinafter referred to as canvassing of the list), unlicensed applicants who hold appropriate New York State Certification and meet any experience requirements may be considered. (Please refer to VII, B.)

Unlicensed applicants who are properly selected shall be assigned as acting supervisors until the Chancellor issues licenses based upon the next promulgated eligible list in that license area. Acting supervisors who have been issued appropriate licenses will be appointed to their positions. Acting supervisors who do not receive licenses based on the next list which is promulgated must be replaced by properly selected licensed personnel. (For complete information regarding eligibility requirements for supervisory positions, please refer to Chancellor's Regulations C-260, 261, 273 and 274.)

The selection of personnel to fill supervisory vacancies must be made from appropriate eligible lists within six months of the date the vacancy occurs, but the assignment of staff to the vacancy may be delayed until the beginning of the next school year following the expiration of such six-month period. Individuals whose names appear on eligible lists which are issued subsequent to the expiration of the applicable six-month period may not be considered. Compliance with this regulation will be subject to enforcement by the Chancellor pursuant to the powers and duties vested in the Chancellor by law.

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III. NOTICE OF VACANCY

A. The Office of Personnel, the Parent Association, the U.F.T. District Representative and C.S.A. District Chairperson shall be notified of a vacancy within ten (10) working days after the responsibility center learns of the vacancy. The Office of Personnel shall issue circulars listing all vacancies. These circulars shall constitute the required notice of vacancy. To expand the pool of applicants, advertisements may be placed in newspapers, magazines, etc. To enable potential candidates to learn of vacancies and have reasonable time to submit applications, a minimum filing period of thirty (30) days is required. The selection process may not commence during this period.

B. Prior to the beginning of each school year, the Office of Personnel shall promulgate a schedule indicating the opening and closing dates for supervisory vacancy circulars for the coming school year. Community School Districts shall coordinate with the Office of Personnel to ensure that advertisements placed by districts contain the same final date for receipt of applications.

C. All advertisements must state the deadline for receipt of applications and the address where applications must be filed. Advertisements may include the eligibility requirements for the position, selection criteria and provide a brief description of the duties of the position, or an indication of where the requirements and defined duties may be obtained.

D. Parent associations of schools with vacancies shall be encouraged to announce such vacancies in parent association newspapers or flyers.

E. If the position to be advertised is a singular headquarters' position, the responsibility center should submit the selection criteria and duties of the position to the Office of Personnel so that this information may be included in the vacancy circular.

F. All vacancies shall be posted centrally at 65 Court Street, Brooklyn, at other headquarters' locations and at all schools and district offices.

G. Vacancies must be posted for the entire filing period.

H. In order to increase the pool of applicants, vacancies may also be advertised in the following manner:

For all positions -

- Newspapers of general circulation*, ethnic and local press and other media
- Community and school publications, conference notes, parent association bulletins, etc.

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* The advertising agency which has the Board of Education contract must be utilized. The Office of Recruitment and Counseling is available to offer assistance regarding newspaper advertising.

- Civil Service newspapers
- Appropriate professional journals
- College placement directors
- Community-based organizations and special interest groups
- Conventions and conferences

I. For positions for which licensure is required, eligible lists may be canvassed during the filing period. Such lists may be obtained from the Supervisory Staffing Unit, Room 600, 65 Court Street, Brooklyn, New York 11201.

IV. SELECTION CRITERIA

A. In addition to the minimum eligibility requirements established by the Chancellor, the selection criteria used by the Screening Committee and established in accordance with Section IX of this regulation must be:

1. developed in written form prior to review of resumes and sent to applicants upon request;

2. job-related;

3. developed by individual screening committees specifically for the position to be filled and relevant to the needs and priorities of the school or office where the vacancy exists;

4. approved by the community superintendent for district positions and approved by the executive director or director as appropriate for central headquarters positions.

B. Selection criteria should include attributes, qualities and experience that the Screening Committee believes are essential to the successful performance of the duties of the position. If such attributes, qualities and experience are mandatory, they may not be waived and must be applied to all candidates. For example, if secondary school teaching experience is mandatory for a position, applicants who lack this specific experience may not be considered.

V. FILING PROCEDURES

A. Candidates who wish to apply for a position advertised in any Supervisory/Administrative Vacancy Circular must submit two copies of the application form (see attached sample) on the first occasion that they are applying for a supervisory position. One copy must be forwarded to the Supervisory Staffing Unit, 65 Court Street, 6th Floor, Brooklyn, New York 11201, where it will be kept on file and an application number assigned. The application number, which was formerly called a personal profile number, must be included on all subsequent applications. The second copy of the application must be forwarded by the candidate to the responsibility center indicated in the Supervisory/Administrative Vacancy Circular. Candidates should send all subsequent applications for supervisory/administrative positions directly to the appropriate responsibility center. Candidates who wish to update their applications should send revised copies to the

Supervisory Staffing Unit. Each applicant should attach to the application a copy of the appropriate license or state certificate, whichever is required for the position. In addition, a completed Personnel Information Form must be attached to each application. Applications should be mailed directly to the responsibility center.

VI. APPLICATIONS

A. The responsibility center must acknowledge every application it receives.

B. All applications and other written communications concerning the application shall be referred to the Screening Committee for review.

C. An applicant may obtain a copy of the job description for education administrator positions from the responsibility center, prior to filing an application.

D. The appropriate superintendent, executive director or designee must screen every application for licensure or minimum eligibility pursuant to Chancellor's Regulations C-260, 261, 273 and 274. An applicant who does not meet the eligibility requirements may not be considered for the position and shall be so notified in writing. This notification shall state that the applicant must notify the responsibility center in writing within ten (10) days if the applicant disagrees with this determination.

VII. PRE-SCREENING PROCEDURES

A. At the close of the filing period, the responsibility center shall detach each of the Personnel Information Forms and prepare the Summary Log Sheet(s) listing every applicant for the position. The responsibility center shall forward the Summary Log Sheets to the Supervisory Staffing Unit, 65 Court Street, 6th Floor, Brooklyn, New York 11201, for review within ten (10) days following the close of the filing period. If a license is required for the position, the responsibility center must verify that each applicant has the appropriate license and note this on the Log Sheet.

B. Within one week after receipt of the Summary Log Sheet, the Office of Personnel shall review the applicant pool and notify the responsibility center, in writing, as to whether or not the pool is approved. The screening of applications cannot commence until written approval has been granted by the Office of Personnel. If the Office of Personnel does not approve the pool of applicants, the responsibility center will be required to canvass eligible lists or use other procedures to increase the pool. The responsibility center may also canvass eligible lists, if it determines that the pool is inadequate. Canvassing of lists or other procedures utilized to increase the pool of applicants must be completed within the applicable six-month period. Amended Summary Log Sheets must be submitted if additional names are added to the pool pursuant to these procedures.

VIII. TRANSFERS

A. Application For Transfer To Advertised Vacancy In License Area

The Screening Committee must interview the five (5) most senior supervisors who apply for transfer to an advertised vacancy in the license area in which they are serving. This transfer provision is governed by Article IX-A of the agreement between the Board of Education and the Council of Supervisors and Administrators (C.S.A.).

B. Supervisory-Pedagogical Intra-District Transfer Plan

Article IX-C of the Agreement between the Board of Education and C.S.A. permits the establishment of a pool of supervisors who may be transferred within their districts. Inclusion in the pool shall be on a voluntary basis and shall be for a two (2) year period, and is renewable for additional two (2) year periods. Supervisors may reject a transfer only once during the two (2) year period and may opt out of the pool only at the time they reject a transfer. For details of this Supervisory Pedagogical Intra-District Transfer Plan please refer to Personnel Memorandum #55 (1987-1988), dated June 14, 1988. Transfers pursuant to Article IX-C of the agreement are not subject to the selection procedures set forth in this regulation.

C. Transfers of Principals by the Chancellor

Pursuant to an agreement between the Chancellor and the C.S.A., transfers of principals shall be at the discretion of the Chancellor, based upon criteria established by the Chancellor in consultation with the C.S.A. The Chancellor must determine that such transfers are in the best interest of the school system. The procedures will include parent consultation and reasonable notification and review procedures.

IX. SCREENING & SELECTION COMMITTEES

A. The selection process for every position covered by this regulation shall consist of three steps: Screening and Level I, Level II, and Level III, with final selection to be made by the Level III committee. There shall be one joint committee for screening and Level I interviews, which establishes selection criteria, screens, interviews and recommends candidates from the pool of eligible applicants. This committee recommends a minimum of five candidates to Level II, unless there are fewer than five (5) eligible applicants. The Level II Committee recommends a minimum of two (2) candidates to the Level III Committee, which makes the final selection.

The responsibility center shall convene the Screening and Level I Committee. Prior to the start of the screening process, the committee members' names must be sent to the Office of Personnel for approval. The State Division of Human Rights Manual must be consulted for appropriate interviewing techniques. (See Attachment No. 7) A copy of this circular should be made available to all committee members. The superintendent or executive director must ensure that the process commences in a timely manner. Efforts must be made to ensure that the Committee be appropriately representative in ethnicity and gender.

B. Composition of Committees

No one may serve on a screening or selection committee if he/she is a close relative or member of the household of any applicant for that position.

1. Composition of Committee for Positions Within Community School Districts

a. School Based Position

1) Screening and Level I

- Principal of the school for an assistant principal position; assistant principal or other supervisor from the school for a principal position.* If there is no other supervisor in the school, a principal from another school in the district shall be designated for a principal position. (See Section IX, D.)
- Two (2) teachers from the school* (See Section IX, D.)
- Minimum of six (6) to maximum of ten (10) parents** of students attending the school (See Section IX, E.)
- Superintendent or designee (non-voting)
- Centrally assigned neutral observer*** (non-voting)
- Community school board members (non-voting)

Except for the neutral observer, all of the committee members screen and interview candidates. The neutral observer is responsible for observing the process in order to assure that all applicants receive fair and equitable treatment.

A minimum of ten (10) applicants must be interviewed for each vacancy, unless there are fewer than ten (10) eligible applicants, in which case all shall be interviewed. The superintendent may require the Screening and Level I Committee to interview up to two (2) additional applicants from the eligible pool. After interviews have been completed, the Screening Committee, as a whole, shall discuss the merits of each applicant interviewed. The superintendent or designee shall chair the committee but shall not vote on the candidates. The community school board members and the neutral observer are also non-voting members. The voting members of

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* Candidates for the position may not serve on the Committee.

** Parents should be representative of various groups in the school, e.g. Special Education and Bilingual Education. If the district is unable to obtain six (6) parents, a request may be made to the Chancellor to have fewer parents serve on the committee. Parents may not serve on a committee in any school in which they are employed. Parents who are employed in other schools within the community school district, high school borough superintendency, or special education borough, are eligible to serve on screening committees unless the parent's immediate supervisor is a candidate for the position.

*** The Office of Personnel will determine when participation of a neutral observer is required.

the committee will be the parents, teachers and supervisor. The committee shall recommend a minimum of five (5) applicants to Level II, unless there are fewer than five (5) eligible applicants, in which case, all eligible applicants shall be recommended in rank order.

2) Level II

- Community Superintendent

The superintendent shall evaluate candidates recommended by the Level I Committee, and shall recommend a minimum of two (2) candidates to the community school board. The superintendent may utilize various professional evaluation techniques other than written tests.

If the superintendent evaluates applicants and determines that no recommendation can be made to the school board, the superintendent may require that the Level I Committee consider making additional recommendations from among those interviewed. The superintendent must advise the committee of the reason why none of the initially recommended candidates was satisfactory. If the committee cannot recommend additional candidates from among those interviewed, it may interview additional applicants from the original pool. If the superintendent is still unable to recommend candidates, the eligible list may be canvassed, provided that selection can be completed within the legally mandated time limit. If there is no eligible list for the position, the superintendent may request that the position be readvertised in a Supervisory/Administrative Vacancy Circular provided that the selection can be completed within the time frame.

3) Level III

- Community School Board Members

The community school board shall consider the candidates recommended by the superintendent, shall interview them at its discretion and shall select one for appointment or assignment. If the community school board cannot select a candidate from those recommended by the superintendent, the board may request that the superintendent reconsider other candidates who were recommended by the Level I Committee. If the superintendent determines that no additional candidates can be recommended to the board from those recommended at Level I, the superintendent may require that the Screening Committee consider other applicants from the original pool. If the superintendent cannot recommend any of these candidates, the eligible list may be canvassed, provided that selection can be completed within the legally mandated time limit. If there is no eligible list for the position, the superintendent may request that the position be readvertised in a Supervisory/Administrative Vacancy Circular provided that selection can be completed within the legally mandated time period.

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b. Community School District Office Positions

1) Screening and Level I

a) School Related Pedagogical Positions

- Minimum of six (6) to maximum of ten (10) parents**
- Two (2) teachers and a supervisor who all possess technical expertise in the field*
- Superintendent or designee (non-voting)
- Centrally assigned neutral observer*** (non-voting)
- Community school board members (non-voting)

b) Non-School Related/Confidential Pedagogical Position

- Superintendent or designee
- Personnel director or director of operations
- Technical expert
- Community school board members (non-voting)
- Centrally assigned neutral observer** (non-voting)

c) All committee members except the neutral observer participate in screening and interviewing of candidates. The superintendent or designee will chair the Committee but shall not vote on candidates; neither shall the community school board members or the neutral observer. All other members of the committee shall vote. The neutral observer is responsible for observing the process in order to assure fair and equitable treatment of all applicants. A minimum of ten (10) applicants must be interviewed for each vacancy, unless there are fewer than ten (10) eligible applicants, in which case all shall be interviewed. The superintendent or designee may require that the Screening Committee interview up to two (2) additional eligible applicants from the original pool. Following the close of interviews, the Screening Committee, as a whole, shall discuss the merits of each applicant interviewed. The Level I Committee shall recommend a minimum of five (5) candidates to the superintendent, unless there are fewer than five (5) eligible applicants, in which case, all eligible applicants shall be recommended in rank order.

2) Level II

- Community Superintendent

The superintendent shall evaluate candidates recommended by the Level I Committee, and shall recommend a minimum of two (2) candidates to the community school board. The superintendent may utilize various professional evaluation techniques other than written tests. If the superintendent evaluates applicants and deems none of them satisfactory, the superintendent may require that the Level I Committee consider making additional recommendations from among those interviewed. The superintendent must advise the

committee of the reason why none of the initially recommended candidates was satisfactory. If the committee cannot recommend additional candidates from among those interviewed, it may interview additional applicants from the original pool. If the superintendent is still unable to recommend additional candidates, the eligible list may be canvassed, provided that selection can be completed within the legally mandated time limit. If there is no eligible list for the position, the superintendent may request that the position be readvertised in a Supervisory/Administrative Vacancy Circular provided that selection can be completed within the legally mandated time period.

3) Level III

- Community School Board Members

The community school board shall consider the candidates recommended by the superintendent, shall interview them at its discretion and shall select the candidate for appointment or assignment. If the community school board cannot select a candidate from those recommended by the superintendent, the board may request that the superintendent reconsider other candidates who were recommended by the Level I Committee. If the superintendent determines that no additional candidates can be recommended to the Board from those recommended at Level I, the superintendent may require that the Screening Committee consider other applicants from the original pool. If the superintendent cannot recommend any of these candidates, the eligible list may be canvassed, provided that selection can be completed within the legally mandated time limit. If there is no eligible list for the position, the superintendent may request that the position be readvertised in a Supervisory/Administrative Vacancy Circular provided that selection can be completed within the legally mandated time period.

2. Composition of Committees for Positions under the Jurisdiction of the Chancellor

a. School Based Positions

1) Screening and Level I

a) Principal position

- Supervisor from the school, or if there is no assistant principal or other supervisor in the school, a principal from the borough or region*
- Two (2) teachers from the school*
- Minimum of six (6) to maximum of ten (10) parents** from the school
- Designee of the appropriate high school superintendent or the special education superintendent (non-voting)
- Centrally assigned neutral observer*** (non-voting)

committee of the reason why none of the initially recommended candidates was satisfactory. If the committee cannot recommend additional candidates from among those interviewed, it may interview additional applicants from the original pool. If the superintendent is still unable to recommend additional candidates, the eligible list may be canvassed, provided that selection can be completed within the legally mandated time limit. If there is no eligible list for the position, the superintendent may request that the position be readvertised in a Supervisory/Administrative Vacancy Circular provided that selection can be completed within the legally mandated time period.

3) Level III

- Community School Board Members

The community school board shall consider the candidates recommended by the superintendent, shall interview them at its discretion and shall select the candidate for appointment or assignment. If the community school board cannot select a candidate from those recommended by the superintendent, the board may request that the superintendent reconsider other candidates who were recommended by the Level I Committee. If the superintendent determines that no additional candidates can be recommended to the Board from those recommended at Level I, the superintendent may require that the Screening Committee consider other applicants from the original pool. If the superintendent cannot recommend any of these candidates, the eligible list may be canvassed, provided that selection can be completed within the legally mandated time limit. If there is no eligible list for the position, the superintendent may request that the position be readvertised in a Supervisory/Administrative Vacancy Circular provided that selection can be completed within the legally mandated time period.

2. Composition of Committees for Positions under the Jurisdiction of the Chancellor

a. School Based Positions

1) Screening and Level I

a) Principal position

- Supervisor from the school, or if there is no assistant principal or other supervisor in the school, a principal from the borough or region*
- Two (2) teachers from the school*
- Minimum of six (6) to maximum of ten (10) parents** from the school
- Designee of the appropriate high school superintendent or the special education superintendent (non-voting)
- Centrally assigned neutral observer*** (non-voting)

b) Assistant principal position

- Appropriate superintendent or designee for high school or special education division
- Designee of the Executive Director of Human Resources
- Person designated by appropriate executive director who possesses technical expertise in the field

Superintendent or designee will chair the Committee. All committee members will vote and will recommend a minimum of two (2) candidates to the executive director.

3) Level III

a) Principal position
- Chancellor

b) Assistant principal position

- Executive director of the division (high school or special education) shall select a candidate subject to the Chancellor's approval.

b. Other Than School Based Pedagogical Positions

1) Level I

a) Education Administrator - Levels III and IV, Director - for School Related Positions

- Two (2) teachers with technical expertise in the field*
- Supervisor with technical expertise in the field*
- Minimum of six (6) parents to maximum of ten (10) parents**
- Designee of executive director of division, appropriate chief executive or deputy chancellor (non-voting)
- Centrally assigned neutral observer*** (non-voting)

The designee of the executive director of the division or of the chief executive or of the deputy chancellor will chair the committee but will not vote, neither will the neutral observer. The voting members of the committee will be the parents, teachers and supervisor and they will recommend a minimum of five (5) candidates to Level II, unless there are fewer than five (5) eligible applicants, in which case, all eligible applicants shall be recommended in rank order.

b) Education Administrator - Levels I and II, Assistant Director, A.A.D. Supervisor of Subject Area - for School Related Positions

- Two (2) teachers with technical expertise in the field*
- Supervisor with technical expertise in the field*
- Minimum of six (6) parents and maximum of ten (10) parents**

- Director of office in which position is located (non-voting)
- Centrally assigned neutral observer*** (non-voting)

The director of the office will chair the committee, but will not vote, neither will the neutral observer. The voting members of the committee will be the parents, teachers and supervisor who will recommend a minimum of five (5) candidates to Level II, unless there are fewer than five (5) eligible candidates, in which case, all eligible applicants shall be recommended in rank order.

c) Education Administrator - Levels I, II, III and IV, Assistant Director, A.A.D. - For Non-School Related/Confidential Positions

- Designee of appropriate chief executive/deputy chancellor or designee of executive director of division
- Technical expert where appropriate
- Designee of Executive Director of the Division of Human Resources

All members of the Committee will vote and will recommend a minimum of five (5) candidates to Level II, unless there are fewer than five (5) eligible applicants, in which case, all eligible applicants shall be recommended in rank order.

2) Level II

a) Education Administrator - Levels III and IV, Director for School Related Positions

- Executive director of the division or designee or appropriate chief executive/deputy chancellor or designee
- Executive Director of Division of Human Resources or designee
- Person with technical expertise designated by the executive director of the division, or appropriate chief executive/deputy chancellor
- Chancellor's representative

All members of the committee shall vote and recommend a minimum of two (2) candidates to the Chancellor.

b) Education Administrator - Levels I and II, Assistant Director, A.A.D. for School Related Positions

- Appropriate high school superintendent/Special Education Superintendent for Citywide Programs or designee of Executive Director of Special Education
- Person with technical expertise designated by executive director of division or appropriate chief executive/deputy chancellor

- Designee of Executive Director of Division of Human Resources

All members of the Committee shall vote and shall recommend a minimum of two (2) candidates to the executive director.

c) For Non-School Related/Confidential Positions

1) Education Administrator - Levels III and IV, Director
- Appropriate chief executive/deputy chancellor or executive director of the division or designee
- Executive Director of Division of Human Resources or designee
- Person with technical expertise designated by the executive director of the division
- Chancellor's representative

All members of the Committee shall vote and recommend a minimum of two (2) candidates to the Chancellor wherever possible.

2) Education Administrator - Levels I and II, Assistant Director, A.A.D.

- Appropriate high school superintendent/Special Education Superintendent for citywide programs or designee of Executive Director of Special Education
- Person with technical expertise designated by executive director of division
- Designee of Executive Director of Division of Human Resources

All members of the Committee shall vote and shall recommend a minimum of two (2) candidates to the executive director.

3) Level III

a) Education Administrator - Levels III and IV, Director

- Chancellor will select from among recommended candidates

b) Education Administrator - Levels I and II, Assistant Director and A.A.D.

- Executive director of division or chief executive or deputy chancellor will select from among recommended candidates

C. All matters regarding the selection of candidates are of a highly confidential nature. Information concerning applicants shall not be revealed either during or after the selection process except as may be required by law. Deliberations of the Screening and Interview Committees are to be treated as confidential, however, they may be the subject of inquiry by appropriate legal authorities.

1. Interviews shall not be scheduled during periods when applicants or committee members are unavailable because of religious observance.
2. Level I interviews must be conducted after school hours.
3. Written records shall be kept of interviews.
4. Interviews may be scheduled during the summer provided that all committee members and those applicants to be interviewed are available.

D. Faculty Involvement

1. Teachers and supervisors may not serve on selection committees for specific positions for which they are applicants or vote in the selection of faculty who participate on the selection committee. All faculty nominations must be in accordance with guidelines established by the Division of Human Resources.

2. Teachers

a. For positions in schools, all faculty serving in the school who are represented by the U.F.T. will elect the two teachers in an election conducted by the Chapter. The election procedures must be kept on file at the school and must be available upon request. For selection of an Assistant Principal (Supervision) - Day High School, one (1) of the designees must be from a department which is directly supervised by the assistant principal.

b. The U.F.T. District Representative shall nominate the two (2) teachers who will serve on the Level I Committee for district office positions.

c. For positions at headquarters, all faculty represented by the U.F.T. who serve in central headquarters positions will elect the two teachers who will serve on the Level I Committee in an election conducted by the Teacher Assigned Chapter. Election procedures must be kept on file with the Chapter leader and must be available upon request.

3. Supervisors

a. The principal of the school will serve on the committee for selection of an assistant principal in that school.

b. For the position of principal, if there is more than one supervisor in the school, all faculty serving in the school who are represented by the C.S.A. will elect the supervisor who serves on the committee in an election conducted in the school. A record of the election must be kept on file. If there is no supervisor from the school, a principal from the community school district, or from the borough (for high school and special education positions) will be nominated by the C.S.A. District Chairperson to serve on the committee.

c. The C.S.A. District Chairperson shall nominate the supervisor who will serve on the Level I Committee for district office positions. For positions at headquarters, all staff represented by C.S.A. who

serve in headquarters positions shall vote in an election conducted by the C.S.A. Headquarters' Chairperson. A record of the election must be kept on file and must be available upon request.

E. Parent Involvement

1. All parent representatives must be parents or guardians of children currently attending a public school which falls under the jurisdiction of the responsibility center where the vacancy occurs. Parent representatives for Screening Committees shall be selected by the membership of the appropriate parent association for school based positions.

   For district or borough positions, screening committee representatives shall be selected from parent associations within that district or borough.

   For headquarters positions, parent representatives shall be selected from among parent associations and members of the Chancellor's Parent Advisory Council.

2. For school-based positions, each appointing authority must provide the parent association of the school with:

   a. written notification of the vacancy no later than ten (10) working days after its occurrence in those cases where the vacancy has not been anticipated.

   b. notification of the selection within five (5) days after action has been taken.

3. The involvement of parent associations in the selection process shall be in accordance with the policy statement entitled Parent Association and the Schools.

X. CONDITIONS UNDER WHICH POSITIONS MAY BE READVERTISED

A. Positions in license areas in which licenses have not been issued by the Chancellor since January 1, 1981, may be readvertised under the following conditions, provided that the selection process is completed within the time prescribed by law:

1. When the community superintendent, executive director, or appropriate chief executive/deputy chancellor believes that the pool of applicants is insufficient.

2. When the Office of Personnel does not approve the overall pool of applicants.

3. Upon request of the community superintendent, executive director, or appropriate chief executive/deputy chancellor when the Screening Committee fails to recommend a minimum of five (5) applicants for Level II Interviews.

4. Upon request of the community superintendent or executive director, when the Level II Committee is unable to make a recommendation for assignment to the position from the pool of applicants.

5. Requests must be made in writing to the Office of Personnel to readvertise the position.

B. Positions in which licenses have been issued since January 1, 1981, may not be readvertised except under the following conditions:

1. If a position is advertised and licenses are issued from a newly promulgated eligible list within the legally mandated six-month period, the new list may be canvassed to include applicants from that list provided that the selection process may be completed during the six-month period. After canvassing, if the total pool of eligibles is fewer than three (3), the position may be readvertised as an "open pool" position. Unlicensed but appropriately certified and qualified individuals may apply. If any unlicensed person is selected, he/she will be assigned in an acting capacity and must take and pass the next examination in the license area or will be replaced by a properly selected licensed individual.

2. If the pool of licensed applicants is two (2) or fewer, the lists must be canvassed. If after canvassing there are still two (2) or fewer applicants the position may be readvertised as an "open pool" position. (Please refer to X-B, 1.)

XI. POST SCREENING PROCEDURES

When an applicant is selected to fill the position, applicants who were interviewed and all members of the Screening Committee shall be notified of the outcome of the selection process.

XII. APPOINTMENT OR ASSIGNMENT

Attachment 5, OP30, shall be submitted to the Office of Personnel prior to action by the appointing authority. This form will certify that the district or division has complied with all the procedures outlined in this regulation. A special Conflict of Interest form regarding relationship to community school board members must be submitted to the Inspector General's Office by any candidate being recommended to the school board, prior to school board action. No appointment or assignment shall become effective without written acknowledgment by the Office of Personnel. In addition, written acknowledgment from the Office of the Inspector General is required for community school district positions. Once these written acknowledgments are received, hiring authorities may proceed with the appointment or assignment of a supervisor.

XIII. SERVICES PROVIDED BY CENTRAL HEADQUARTERS

A. Office of Personnel shall:

- In conjunction with the Office of Equal Opportunity, work with districts and divisions to implement their Affirmative Action Plans.
- Act as the agent of the Chancellor concerning citywide standards and selection procedures.
- Be available for consultation on the use of advertising, special circulars, information regarding vacancies, training programs, workshops, etc.
- Provide information regarding the status of eligible lists and provide labels for the canvassing of lists.
- Determine when neutral observers are to be assigned and assign them.

B. Community school boards wishing to avail themselves of assistance provided by the Division of Human Resources should contact:

- The Division of Human Resources regarding supervisory selection procedures and canvassing of eligible lists.
- Executive Director of the Division of Human Resources or designee regarding interpretation of this circular, assignment and role of neutral observers, problems arising out of these procedures which are not handled by any other office of the Board of Education.

C. The Office of Equal Opportunity in conjunction with other offices will provide training for all people serving on Screening, Interview and Selection Committees. This will include:

- technical assistance and training in the conduct of bias-free interviews and development of non-biased selection criteria.
- training sessions on pertinent civil rights laws and equal employment opportunity rules and regulations.
- training and orientation sessions for neutral observers and other members of screening committees.

D. Grievance Procedures
These procedures are not intended to modify or waive any grievance procedures which are part of collective bargaining agreements.

1) Community school district positions

- Any grievance concerning the selection process shall be referred to the community school board. Any grievance not resolved satisfactorily at the community school board level shall be appealed to the Chancellor.

2) Positions under the jurisdiction of the Chancellor

- Any grievance concerning the selection process shall be referred to the Executive Director of High Schools for high school positions, to the Executive Director of Special Education for special education positions, or to the appropriate chief executive/deputy chancellor for positions under their jurisdiction.